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| **Objective** | | **Score** | | | | |
|  | | **Little-No Control** | **Inconsistent Control** | **Reasonable Control** | **Consistent Control** |  |
| 1 | Arkansas Writing Objective | **Grade 2 Lit. Mid-Interim 2012-13** | | | | |
|  | Content | The response uses information from the passage to describe the first teddy bears.  **OR** The response mentions why teddy bears became known all over the world | The response uses information from the passage to describe the first teddy bears. The response mentions why teddy bears became known all over the world. | The response uses information from the passage to describe the first teddy bears. The response briefly explains why teddy bears became known all over the world | The response uses information from the passage to describe the first teddy bears. The response also thoroughly explains why teddy bears became known all over the world. | |
|  | Organization | Minimal response to topic. Lacks details. No descriptive words. No logical sequence. | Partially stays on topic. Few descriptive words/details. Little logical sequence. Tells, not shows | Generally stays on topic. Includes supporting details. Some sequential order. Tells or attempts to show. | Stays on topic. Uses logical, supporting details. Writing reflects logical sequence. Mostly shows, some telling. | |
|  | Sentence Formation | Few/no complete sentences. Few sentences make sense. | Writes some complete sentences. Some sentences make sense. | Writes mostly complete sentences. Most sentences make sense. | Writes in complete sentences. All sentences are related and make sense. | |
|  | Usage | Incorrect use of verbs and nouns. | Beginning to correctly use nouns and verbs. | Most nouns and verbs used correctly. | Nouns and verbs used correctly.  Attempts to incorporate higher level of vocabulary. | |
|  | Mechanics | Minimal/no punctuation and/or capitalization. Spelling does not demonstrate letter-sound correspondence. | May use or inconsistently use correct punctuation and capitalization. Spelling reflects some letter-sound correspondence when spelling. | Generally uses correct punctuation and capitalization. Spelling reflects consistent letter-sound correspondence/standard spelling. | Consistently uses correct punctuation and capitalization. Demonstrates knowledge of standard spelling. | |